

Position description

Greater together 

Position title:	Peer Mentor
Institute/School/Centre/ Directorate/VCO:	Student Partnerships and Engagement Retention, Innovation and Student Experience (RISE)
Campus:	Berwick, Gippsland, Mt Helen, Camp St, Online
Classification:	HEW 1.1
Time fraction:	Part time
Employment mode:	Casual
Further information from:	Claire Morrissey, LASS Program Coordinator Telephone: (03) 5122 6457 Email: lass@federation.edu.au
Recruitment number:	

Position summary

The Peer Mentor Program assists commencing students across our campuses (Ballarat, Berwick, Gippsland, Online) to transition into their first year at Federation University Australia. Peer Mentors help new students to become familiar with Federation University Australia services, processes and requirements. They support students to get involved with university activities and events, make social connections, and connect with student support services as needed.

Portfolio

Learning and Academic Skills Success (LASS) works within the Retention, Innovation and Student Experience (RISE) Directorate to strengthen all students' academic skillset. The LASS team improves student retention by promoting student academic engagement, and empowering students to successfully complete their studies. LASS' student-led programs, including PASS and Student Academic Leaders, play an essential role in fostering social connectedness, a sense of belonging, and academic preparedness at Federation University.

The LASS team supports the projects and priorities set by the broader RISE directorate. LASS and RISE core activities support students with programs and services which promote student retention and success.

RISE provides opportunities for students to develop social, leadership, and academic skills. RISE teams and staff work alongside Institutes and Professional teams to ensure students have access to the support they may need to succeed in their studies.

Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities

we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our University and TAFE campuses in Ballarat, Berwick, Brisbane, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, as well as a growing Brisbane base, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

To be successful at Federation University you must be willing to enthusiastically embrace the University's ambition as expressed in the 2021–2025 University Strategic Plan and share the University's values of:

INCLUSION, we celebrate our diversity, particularly valuing Aboriginal and Torres Strait Islander cultural heritage, knowledge and perspectives.

INNOVATION, we are agile and responsive to emerging opportunities.

EXCELLENCE, we act with integrity and take responsibility for achieving high standards.

EMPOWERMENT, we create a supportive environment to take informed risks in pursuit of success.

COLLABORATION, we establish genuine partnerships built on shared goals.

Key responsibilities

1. Contact allocated commencing students weekly with relevant information as directed by LASS staff.
2. Facilitating commencing student engagement in transition activities including Orientation Week, Check-In Campaigns and Peer-Assisted Study Sessions (PASS), or as directed by the LASS team.
3. Assist students in developing peer relationships, academic effectiveness, and personal adjustment to Federation University Australia through small and large group discussions, individual interactions and programs.
4. Refer students to Federation University Australia services and supports as relevant.
5. Represent Federation University Australia in a positive manner, including on and off campus locations, and on alternative communication avenues (e.g. social media). Mentors must model professional behaviour to students and staff by handling issues such as (but not limited to) class standards, grades, and student complaints in a confidential and appropriate manner.
6. Attend meetings as organised by the Mentor Team Leader or Institute representatives.
7. Provide formal and informal reporting and feedback to Institute representatives and staff within the LASS Team. This includes accurate and timely weekly reporting of activities to facilitate program evaluation and quality assurance.
8. Reflect and embed the University's strategic plan, and operational purpose, priorities, and goals.
9. Undertaking the responsibilities of the position adhering to:
 - the Staff Code of Conduct, Child Safe Code of Conduct, and Conflict of Interest Policy and Procedure;
 - Equal Opportunity and anti-discrimination legislation and requirements;
 - the requirements for the inclusion of people with disabilities in work and study;
 - Occupational Health and Safety (OHS) legislation and requirements; and
 - Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

Peer Mentors work under the general direction of a supervisor (Mentor Team Leader and/or Program Coordinator, Learning and Academic Skills Success). Direction is provided on the assignments to be undertaken, with the Peer Mentor determining the appropriate use of established methods, tasks and sequences. There is some scope to determine an approach in the absence of established procedures or detailed instructions, but guidance is readily available from the supervisor.

Position and organisational relationships

Peer Mentors will work under the general supervision of the Program Coordinator, Learning and Academic Skills Success with assistance from the Peer Mentor Team Leader. The Program Coordinator, Learning and Academic Skills Success works under the supervision of the Manager, LASS.

Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

Training and qualifications

Peer Mentors' duties typically require a skill level which assumes and requires knowledge, training or experience relevant to the duties to be performed. These are:

- a) Satisfactory completion of at least one semester of an undergraduate degree (or equivalent)
- b) Enrolment in an undergraduate degree at Federation University Australia during their employment
- c) Achievement of a pass (P) grade average in their last semester of study at Federation University Australia, and
- d) Hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).

Peer Mentors will be required to complete an interview and training/Practical Recruitment and Employment Program prior to being offered a position.

Peer Mentors must have the right to work in Australia and be able to provide relevant proof and documentation upon request.

Experience, knowledge and attributes

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

1. Applicants must be knowledgeable of the campus on which they will be mentoring, and the support services available to students.
2. A capacity to share understanding, knowledge, skills, and experience with peers.
3. A genuine interest in supporting students, including an understanding of and commitment to social and cultural diversity.
4. Strong communication, interpersonal and facilitation skills.
5. Proficiency in Information and Communication Technology tools including Microsoft TEAMS, Moodle, Adobe Connect and Outlook.
6. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.
7. Demonstrated alignment with the University's commitment to child safety.

The University reserves the right to invite applications and to make no appointment.

It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.